Montana Standards for
Information Literacy/Library Media

Information literacy is the ability to recognize when information is needed and then locate, evaluate, and effectively use the information. (Adapted from Association College and Research Libraries "Information Literacy Competency Standards for Higher Education")

All Montana students require equitable access to a variety of resources, encompassing the breadth of human conversations and creations for academic achievement and personal growth. By learning to access and evaluate information they gain an appreciation and respect for diverse ideas and creative expressions. By using information literacy skills in all aspects of learning, students become empowered and engaged lifelong learners. To thrive in the 21st Century, students must employ a process of inquiry that can be adapted to any information need. By learning strategies to manage and ethically use information, Montana students open the door to the world in all its diversity. Library media specialists, in collaboration with other classroom and content area teachers, empower all students to become information literate.

> **Pursuant to Article X Sect 1(2) of the Constitution of the state of Montana and statutes §20-1-501 and §20-9-309 2(c) MCA, the implementation of these standards must incorporate the distinct and unique cultural heritage of Montana American Indians.**

Information Literacy/Library Media Content Standard 1

To satisfy the requirements of Information Literacy/Library Media Content Standard 1, a student must: identify the task and determine the resources needed.
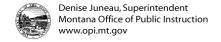
Rationale

Students encounter "increasingly vast and complex collections of information" in today's world (Murray 1). Literacy implies more than vocabulary and awareness; it requires critical thinking (Murray 13). Students need skills to help them identify a task or problem and then determine which resources will best solve their specific academic and/or personal requirements. The Big6™ Model provides students with direction, purpose and strategies to initiate the process. Content Standard 1 addresses the first two steps in the Big6™ Model: Task Definition and Information Seeking Strategies.

Benchmarks for Information Literacy/Library Media Content Standard 1 for the end of grade 4

> The benchmark for Information Literacy/Library Media Content Standard 1 for a student at the end of grade 4 is the ability to:

- define the problem;
- identify types of information needed;
- choose from a range of resources.

Benchmarks for Information Literacy/Library Media Content Standard 1 for the end of grade 8

> The benchmark for Information Literacy/Library Media Content Standard 1 for a student at the end of grade 8 is the ability to:

- analyze the parts of the problem to be solved;
- identify information resources needed;
- evaluate and select appropriate resources.

Benchmarks for Information Literacy/Library Media Content Standard 1 upon graduation

> The benchmark for Information Literacy/Library Media Content Standard 1 for a student upon graduation is the ability to:

- evaluate the purpose and scope of the problem;
- determine the nature and extent of information needed;
- evaluate and select appropriate resources.

Information Literacy/Library Media Content Standard 2

To satisfy the requirements of Information Literacy/Library Media Content Standard 2, a student must: locate sources, use information, and present findings.
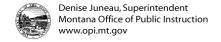
Rationale

Inquiry-based learning has progressed from traditional research to a problem solving process. Multiple literacies, including digital, visual, and textual have now joined information literacy as critical skills for the 21st Century. The amount and complexity of information necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively. The Big6™ Model provides students with direction, purpose and strategies to further the process. Content Standard 2 addresses steps 3, 4 and 5 in the Big6™ Model: Location and Access, Use of Information, and Synthesis.

Benchmarks for Information Literacy/Library Media Content Standard 2 for the end of grade 4

> The benchmark for Information Literacy/Library Media Content Standard 2 for a student at the end of grade 4 is the ability to:

- locate a resource needed to solve the problem;
- evaluate resources;
- locate information within the resource;
- extract information from resources needed to solve the problem;
- organize information to solve the problem;
- create a product that presents findings.

Benchmarks for Information Literacy/Library Media Content Standard 2 for the end of grade 8

The benchmark for Information Literacy/Library Media Content Standard 2 for a student at the end of grade 8 is the ability to:
- Locate multiple resources using search tools;
- evaluate resources;
- Locate information within multiple resources;
- Extract information from multiple resources needed to solve the problem;
- organize and manage information to solve the problem;
- create a product that presents findings.

Benchmarks for Information Literacy/Library Media Content Standard 2 upon graduation

The benchmark for Information Literacy/Library Media Content Standard 2 for a student upon graduation is the ability to:
- locate multiple resources using a variety of search tools
- evaluate resources
- locate information within a wide variety of resources
- extract information from a wide variety of resources needed to solve the problem
- organize and manage information from a wide variety of sources to solve the problem
- create and defend a product that presents findings

Information Literacy/Library Media Content Standard 3

To satisfy the requirements of Information Literacy/Library Media Content Standard 3, a student must: evaluate the product and learning process.
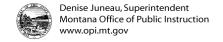
Rationale

"The final project is more than a goal; it is an opportunity to help students learn how to solve problems and make decisions by engaging higher level thinking skills in a systematic way" (Murray 89).

Students must be prepared to critically evaluate the results of their research, and then apply those results effectively in future learning and decision-making for personal growth and empowerment. This critical evaluation requires that students have frequent opportunities throughout the process to self-assess in order to revise strategies. Content Standard 3 addresses step 6 in the Big6™ Model: Evaluation.

Benchmarks for Information Literacy/Library Media Content Standard 3 for the end of grade 4

The benchmark for Information Literacy/Library Media Content Standard 3 for a student at the end of grade 4 is the ability to:

- assess the quality of the product;
- describe the process.

Benchmarks for Information Literacy/Library Media Content Standard 3 for the end of grade 8

> The benchmark for Information Literacy/Library Media Content Standard 3 for a student at the end of grade 8 is the ability to:

- assess the quality and effectiveness of the product;
- evaluate how the process met the need for information.

Benchmarks for Information Literacy/Library Media Content Standard 3 upon graduation

> The benchmark for Information Literacy/Library Media Content Standard 3 for a student upon graduation is the ability to:

- assess the quality and effectiveness of the product;
- evaluate the process in order to revise strategies.

Information Literacy/Library Media Content Standard 4

To satisfy the requirements of Information Literacy/Library Media Content Standard 4, a student must: use information safely, ethically and legally.

Rationale

For students to contribute positively in a learning community, they must have equitable access to information in an environment that is safe and conducive to learning. Because learning has a social context, students need to develop skills in sharing knowledge with others, both in face-to-face situations and through digital environments. Students must recognize and respect the intellectual and creative property rights of others.

Benchmarks for Information Literacy/Library Media Content Standard 4 for the end of grade 4
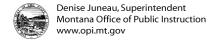
> The benchmark for Information Literacy/Library Media Content Standard 4 for a student at the end of grade 4 is the ability to:

- legally obtain and use information;
- identify the owner of ideas and information;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

Benchmarks for Information Literacy/Library Media Content Standard 4 for the end of grade 8

> The benchmark for Information Literacy/Library Media Content Standard 4 for a student at the end of grade 8 is the ability to:

- legally obtain, store and disseminate text, data, images or sounds;

- appropriately credit ideas and works of others;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

Benchmarks for Information Literacy/Library Media Content Standard 4 upon graduation
> The benchmark for Information Literacy/Library Media Content Standard 4 for a student upon graduation is the ability to:
- legally obtain, store and disseminate text, data, images or sounds;
- follow copyright laws and fair use guidelines when using the intellectual property of others;
- participate and collaborate in intellectual and social networks following safe and accepted practices.

Information Literacy/Library Media Content Standard 5

To satisfy the requirements of Information Literacy/Library Media Content Standard 5, a student must: pursue personal interests through literature and other creative expressions.

Rationale

School libraries provide equitable access to literature and information resources that contribute to the development of lifelong learners. Central to learning is a respect and appreciation for the many voices and cultures in our world, including Montana American Indians. Students deserve the opportunity to explore creative expression, engage in independent learning, and read for personal enjoyment as well as fulfill academic tasks .

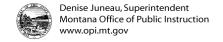Benchmarks for Information Literacy/Library Media Content Standard 5 for the end of grade 4
> The benchmark for Information Literacy/Library Media Content Standard 5 for a student at the end of grade 4 is the ability to:
- use a variety of print and digital formats for pleasure and personal growth;
- use a variety of genres for pleasure and personal growth;
- access and understand multiple resources from diverse cultures, including Montana American Indians;
- access libraries to seek information for personal interest.

Benchmarks for Information Literacy/Library Media Content Standard 5 for the end of grade 8
> The benchmark for Information Literacy/Library Media Content Standard 5 for a student at the end of grade 8 is the ability to:
- use and respond to a variety of print and digital formats for pleasure and personal growth;
- use and respond to a variety of genres for pleasure and personal growth;

- analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians;
- access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

Benchmarks for Information Literacy/Library Media Content Standard 5 upon graduation
The benchmark for Information Literacy/Library Media Content Standard 5 for a student upon graduation is the ability to:
- use and critique a variety of print and digital formats for pleasure and personal growth;
- use and critique a variety of genres for pleasure and personal growth;
- evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians;
- access and use resources and information from all types of information environments to pursue personal and creative interests.
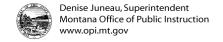
Foundation Resources:

American Association of School Librarians. *Standards for 21ˢᵗ-Century Learners.* Chicago, Ill.: ALA, 2007.

Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education.* Chicago, Ill.; ALA, 2000.

Eisenberg, Michael B. and Robert E. Berkowitz. *The Big6™Skills.* <www.big6.com>

Montana Office of Public Instruction. "Montana Content and Performance Standards for Library Media." *Adminstrative Rules of Montana (10.54.6510)* Helena, Mont.: OPI, 2000.

Murray, Janet R. Achieving Educational Standards Using the Big6™. Columbus, Oh.: Linworth, 2008.

Montana K-12 Information Literacy/Library Media
Performance Descriptors
A Profile of Four Levels

The Information Literacy/Library Media Performance Descriptors define students' knowledge, skills, and abilities in the Information Literacy/Library Media content area on a continuum from kindergarten through grade 12. These descriptions provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency, and novice.

Advanced: This level denotes superior performance.

Proficient: This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency: This level denotes that the student has partial mastery of the prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice: This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Content Standard 1: Students identify the task and determine the resources needed.

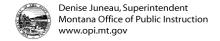Grade 4 Performance Descriptors

Advanced
A fourth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:
- independently summarizes and restates the task or problem to be solved;
- independently brainstorms search terms to guide problem solving;
- independently narrows or broadens a topic;
- independently identifies possible resources;
- independently selects an appropriate resource to meet information need.

Proficient
A fourth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:
- summarizes and restates the task or problem to be solved;
- brainstorms several search terms to guide problem solving;

- narrows or broadens a topic;
- identifies possible resources;
- selects an appropriate resource to meet information need.

Nearing Proficient
A fourth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:
- with guidance, summarizes and restates the task or problem to be solved;
- with guidance, brainstorms a few search terms to guide problem solving;
- with guidance, narrows or broadens a topic;
- with guidance, identifies possible resources;
- with guidance, selects appropriate resource to meet information need.

Novice
A fourth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:
- with assistance, restates the task or problem to be solved;
- with assistance, brainstorms a search term to guide problem solving;
- with assistance, narrows or broadens a topic;
- with assistance, identifies possible resources;
- with assistance, selects an appropriate resource to meet information need.
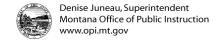
Grade 8 Performance Descriptors

Advanced
An eighth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:
- independently summarizes and restates the task or problem to be solved;
- independently breaks down the task into manageable parts;
- independently brainstorms search terms to guide problem solving;
- independently narrows or broadens the topic to manageable focus;
- independently identifies possible sources of information;
- independently compares resources needed;
- independently decides which resources will be the most appropriate for the problem to be solved.

Proficient
An eighth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:
- summarizes and restates the task or problem to be solved;
- breaks down the task into manageable parts;
- brainstorms several search terms to guide problem solving;

- narrows or broadens the topic to manageable focus;
- identifies possible sources of information;
- compares resources needed;
- decides which resources will be the most appropriate for the problem to be solved.

Nearing Proficient

An eighth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:
- with guidance, summarizes and restates the task or problem to be solved;
- with guidance, breaks down the task into manageable parts;
- with guidance, brainstorms a few search terms to guide problem solving;
- with guidance, narrows or broadens the topic to manageable focus;
- with guidance, identifies possible sources of information;
- with guidance, compares two or more resources needed;
- with guidance, decides which resources will be the most appropriate for the problem to be solved.

Novice

An eighth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:
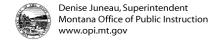- with assistance, restates the task or problem to be solved;
- with assistance, breaks down the task into manageable parts;
- with assistance, brainstorms a search term to guide problem solving;
- with assistance, narrows or broadens the topic to manageable focus;
- with assistance, identifies possible sources of information;
- with assistance, compares two resources needed;
- with assistance, decides which resources will be the most appropriate for the problem to be solved.

Upon Graduation Performance Descriptors

Advanced

A graduating student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:
- independently determines the parameters of the problem;
- independently formulates questions to guide problem solving;
- independently brainstorms search terms to guide problem solving;
- independently narrows or broadens the topic to manageable focus;
- independently decides the types and the amount of information needed to solve the problem;
- independently identifies possible resources;
- independently evaluates resources;

Denise Juneau, Superintendent
Montana Office of Public Instruction
www.opi.mt.gov

- independently selects resources to solve the problem.

Proficient

A graduating student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:
- determines the parameters of the problem;
- formulates questions to guide problem solving;
- brainstorms search terms to guide problem solving;
- narrows or broadens the topic to manageable focus;
- decides the types and the amount of information needed to solve the problem;
- identifies possible resources;
- evaluates resources;
- selects resources to solve the problem.
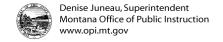
Nearing Proficient

A graduating student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:
- with guidance, determines the parameters of the problem;
- with guidance, formulates questions to guide problem solving;
- with guidance, brainstorms search terms to guide problem solving;
- with guidance, narrows or broadens the topic to manageable focus;
- with guidance, decides the types and the amount of information needed to solve the problem;
- with guidance, identifies possible resources;
- with guidance, evaluates resources;
- with guidance, selects resources to solve the problem.

Novice

A graduating student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:
- with assistance, determines the parameters of the problem;
- with assistance, formulates questions to guide problem solving;
- with assistance, brainstorms search terms to guide problem solving;
- with assistance, narrows or broadens the topic to manageable focus;
- with assistance, decides the types and the amount of information needed to solve the problem;
- with assistance, identifies possible resources;
- with assistance, evaluates resources;
- with assistance, selects resources to solve the problem.

Content Standard 2: Students locate sources, use information, and present findings.

Grade 4 Performance Descriptors

Advanced
A fourth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:
- independently locates resources to solve the problem;
- independently locates information within resources;
- independently identifies the point of view in information, including perspectives of Montana American Indians;
- independently reads, views, and listens to extract information from resources;
- independently organizes information for use;
- independently creates a product that presents findings.

Proficient
A fourth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:
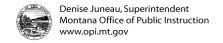- locates resources to solve the problem within a pre-selected range or collection of resources;
- locates information within resources;
- identifies the point of view in information, including perspectives of Montana American Indians;
- reads, views, and listens to extract information from resources;
- organizes information for use;
- creates a product that presents findings using established guidelines.

Nearing Proficient
A fourth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:
- with guidance, locates resources to solve the problem within a pre-selected range or collection of resources;
- with guidance, locates information within resources;
- with guidance, identifies the point of view in information, including perspectives of Montana American Indians;
- with guidance, reads, views, and listens to extract information from resources;
- with guidance, organizes information for use;
- with guidance, creates a product that presents findings using established guidelines.

Novice

A fourth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, locates resources to solve the problem within a pre-selected range or collection of resources;
- with assistance, locates information within resources;
- with assistance, identifies the point of view in information, including perspectives of Montana American Indians;
- with assistance, reads, views, and listens to extract information from resources;
- with assistance, organizes information for use;
- with assistance, creates a product that presents findings using established guidelines.

Grade 8 Performance Descriptors

Advanced
An eighth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently locates multiple resources using a variety of search tools;
- independently evaluates authority, accuracy and currency of resources;
- independently locates information within resources;
- independently reads, views, and listens to extract information from resources;
- independently identifies the point of view or bias in information, including perspectives of Montana American Indians;
- independently organizes information for use;
- independently creates a product that presents findings.
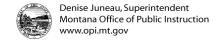
Proficient
An eighth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- locates multiple resources using pre-selected search tools;
- evaluates authority, accuracy and currency of resources;
- locates information within resources;
- reads, views, and listens to extract information from resources;
- identifies the point of view or bias in information, including perspectives of Montana American Indians;
- organizes information for use;
- creates a product that presents findings.

Nearing Proficient
An eighth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:

- with guidance, locates multiple resources using pre-selected search tools;
- with guidance, evaluates authority, accuracy and currency of resources;

- with guidance, locates information within resources;
- with guidance, reads, views, and listens to extract information from resources;
- with guidance, identifies the point of view or bias in information, including perspectives of Montana American Indians;
- with guidance, organizes information for use;
- with guidance, creates a product that presents findings.

Novice

An eighth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:
- with assistance, locates multiple resources using pre-selected search tools;
- with assistance, evaluates authority, accuracy and currency of resources;
- with assistance, locates information within resources;
- with assistance, reads, views, and listens to extract information from resources;
- with assistance, identifies the point of view in information, including perspectives of Montana American Indians;
- with assistance, organizes information for use;
- with assistance, creates a product that presents findings.

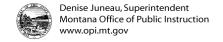Upon Graduation Performance Descriptors

Advanced

A graduating student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:
- independently locates a wide range of resources using a variety of search tools;
- independently evaluates authority, accuracy, relevance and currency of resources;
- independently locates information within a variety of resources;
- independently reads, views and listens to extract information to solve the problem;
- independently identifies the origin, point of view or bias in information, including perspectives of Montana American Indians;
- independently organizes and manages a wide range of sources to draw conclusions to solve problems;
- independently creates, presents and defends a solution to the problem.

Proficient

A graduating student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:
- locates a wide range of resources using a variety of search tools;
- evaluates authority, accuracy, relevance and currency of resources;
- locates information within a variety of resources;
- reads, views and listens to extract information to solve the problem;
- identifies the origin, point of view or bias in information, including perspectives of Montana American Indians;

- organizes and manages a wide range of sources to draw conclusions to solve problems;
- creates, presents and defends a solution to the problem.

Nearing Proficient

A graduating student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:

- with guidance, locates a wide range of resources using a variety of search tools;
- with guidance, evaluates authority, accuracy, relevance and currency of resources;
- with guidance, locates information within a variety of resources;
- with guidance, reads, views and listens to extract information;
- with guidance, identifies the origin, point of view or bias in information, including perspectives of Montana American Indians;
- with guidance, organizes and manages a wide range of sources to draw conclusions to solve problems;
- with guidance, creates, presents and defends a solution to the problem.

Novice

A graduating student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, locates a range of resources using search tools;
- with assistance, evaluates authority, accuracy, relevance and currency of resources;
- with assistance, locates information within a variety of resources;
- with assistance, reads, views and listens to extract information to solve the problem;
- with assistance, identifies the origin, point of view or bias in information, including perspectives of Montana American Indians;
- with assistance, organizes and manages a wide range of sources to draw conclusions to solve problems;
- with assistance, creates, presents and defends a solution to the problem.
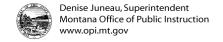

Content Standard 3: Students evaluate their product and learning process.

Grade 4 Performance Descriptors

Advanced

A fourth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently evaluates finished product according to criteria;
- independently uses criteria to judge how well the steps of the problem solving process were followed.

Proficient

A fourth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- evaluates finished product according to criteria;
- uses criteria to judge how well the steps of the problem solving process were followed.

Nearing Proficient

A fourth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:

- with guidance, evaluates finished product according to criteria;
- with guidance, uses criteria to judge how well the steps of the problem solving process were followed.

Novice

A fourth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, evaluates finished product according to criteria;
- with assistance, uses criteria to judge how well the steps of the problem solving process were followed.

Grade 8 Performance Descriptors

Advanced

An eighth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently evaluates finished product according to criteria;
- independently uses criteria to judge how well the steps of the problem solving process were followed;
- independently identifies improvements to the problem solving process.
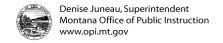
Proficient

An eighth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- evaluates finished product according to criteria;
- uses criteria to judge how well the steps of the problem solving process were followed;
- identifies improvements to the problem solving process.

Nearing Proficient

An eighth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:

- with guidance, evaluates finished product according to criteria;

- with guidance, uses criteria to judge how well the steps of the problem solving process were followed;
- with guidance, identifies improvements to the problem solving process.

Novice

An eighth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:
- with assistance, evaluates finished product according to criteria;
- with assistance, uses criteria to judge how well the steps of the problem solving process were followed;
- with assistance, identifies improvements to the problem solving process.

Upon Graduation Performance Descriptors

Advanced

A graduating student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:
- independently evaluates finished product according to criteria;
- independently uses criteria to judge how well the steps of the problem solving process were followed;
- independently identifies improvements to the problem solving process;
- independently justifies decisions based on project criteria.
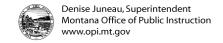
Proficient

A graduating student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:
- evaluates finished product according to criteria;
- uses criteria to judge how well the steps of the problem solving process were followed;
- identifies improvements to the problem solving process;
- justifies decisions based on project criteria.

Nearing Proficient

A graduating student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:
- with guidance, evaluate finished product according to criteria;
- with guidance, uses criteria to judge how well the steps of the problem solving process were followed;
- with guidance, identifies improvements to the problem solving process;
- with guidance, justifies decisions based on project criteria.

Novice
A graduating student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:
- with assistance, evaluates finished product according to criteria;
- with assistance, uses criteria to judge how well the steps of the problem solving process were followed;
- with assistance, identifies improvements to the problem solving process;
- with assistance, justifies decisions based on project criteria.

Content Standard 4: Students use information safely, ethically and legally.

Grade 4 Performance Descriptors

Advanced
A fourth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:
- independently follows copyright laws and fair use guidelines when using information;
- independently credits ideas and works of others;
- independently practices safe, ethical and legal behavior in supervised intellectual and social networks.
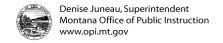
Proficient
A fourth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:
- follows copyright laws and fair use guidelines when using information;
- credits ideas and works of others;
- practices safe, ethical and legal behavior in supervised intellectual and social networks.

Nearing Proficient
A fourth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:
- with guidance, follows copyright laws and fair use guidelines when using information;
- with guidance, credits ideas and works of others;
- with guidance, practices safe, ethical and legal behavior in supervised intellectual and social networks.

Novice

A fourth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, follows copyright laws and fair use guidelines when using information;
- with assistance, credits ideas and works of others;
- with assistance, practices safe, ethical and legal behavior in supervised intellectual and social networks.

<u>Grade 8 Performance Descriptors</u>

Advanced

An eighth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:

- independently follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- independently and appropriately credits ideas and works of others;
- independently practices safe, ethical and legal behavior in intellectual and social networks.

Proficient

An eighth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:

- follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- appropriately credits ideas and works of others;
- practices safe, ethical and legal behavior in intellectual and social networks.
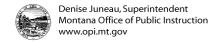
Nearing Proficient

An eighth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:

- with guidance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- with guidance, appropriately credits ideas and works of others;
- with guidance, practices safe, ethical and legal behavior in intellectual and social networks.

Novice

An eighth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:

- with assistance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;

- with assistance, appropriately credits ideas and works of others;
- with assistance, practices safe, ethical and legal behavior in intellectual and social networks.

Upon Graduation Performance Descriptors

Advanced
A graduating student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:
- independently follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- independently and appropriately credits ideas and works of others;
- independently practices safe, ethical and legal behavior in intellectual and social networks.

Proficient
A graduating student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:
- follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- appropriately credits ideas and works of others;
- practices safe, ethical and legal behavior in intellectual and social networks.
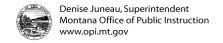
Nearing Proficient
A graduating student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:
- with guidance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- with guidance, appropriately credits ideas and works of others;
- with guidance, practices safe, ethical and legal behavior in intellectual and social networks.

Novice
A graduating student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:
- with assistance, follows copyright laws and fair use guidelines when obtaining, storing and disseminating text, data, images or sounds;
- with assistance, appropriately credits ideas and works of others;
- with assistance, practices safe, ethical and legal behavior in intellectual and social networks.

Content Standard 5: Students pursue personal interests through literature and other creative expressions.

<u>Grade 4 Performance Descriptors</u>

Advanced
A fourth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:
- independently chooses resources based on personal interests;
- independently uses a variety of print and digital resources;
- independently explores a variety of genres;
- independently explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Proficient
A fourth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:
- chooses resources based on personal interests;
- uses a variety of print and digital resources;
- explores a variety of genres;
- explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians.
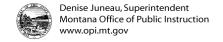
Nearing Proficient
A fourth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:
- with guidance, chooses resources based on personal interests;
- with guidance, uses some print and digital resources;
- with guidance, explores a variety of genres;
- with guidance, explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Novice
A fourth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:
- with assistance, chooses resources based on personal interests;
- with assistance, uses a few print and digital resources;
- with assistance, explores a variety of genres;
- with assistance, explores multiple resources and other creative expressions from diverse cultures, including Montana American Indians.

Grade 8 Performance Descriptors

Advanced
An eighth grade student at the advanced level in Information Literacy/Library Media demonstrates superior performance. He/she:
- independently chooses resources based on personal interests;
- independently uses and responds to a variety of print and digital resources;
- independently uses and responds to a variety of genres;
- independently analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Proficient
An eighth grade student at the proficient level in Information Literacy/Library Media demonstrates solid academic performance. He/she:
- chooses resources based on personal interests;
- uses and responds to a variety of print and digital resources;
- uses and responds to a variety of genres;
- analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians.
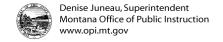
Nearing Proficient
An eighth grade student at the nearing proficient level in Information Literacy/Library Media demonstrates partial mastery of the prerequisite knowledge and skills fundamental for proficiency in Information Literacy/Library Media performance. He/she:
- with guidance, chooses resources based on personal interests;
- with guidance, uses and responds to some print and digital resources;
- with guidance, uses and responds to genres;
- with guidance, analyzes and responds to multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Novice
An eighth grade student at the novice level in Information Literacy/Library Media is beginning to attain prerequisite knowledge and skills that are fundamental in Information Literacy/Library Media performance. He/she:
- with assistance, chooses resources based on personal interests;
- with assistance, uses and responds to a few print and digital resources;
- with assistance, uses and responds to genres;
- with assistance, compares and contrasts multiple resources and creative expressions from diverse cultures, including Montana American Indians.

Upon Graduation Performance Descriptors

Advanced
A graduating student at the advanced level in Information Literacy/Library Media
demonstrates superior performance. He/she:
- independently chooses resources based on personal interests;
- independently uses and critiques a variety of print and digital resources;
- independently uses and critiques a variety of genres;
- independently evaluates multiple resources and other creative expressions from diverse
  cultures, including Montana American Indians.

Proficient
A graduating student at the proficient level in Information Literacy/Library Media
demonstrates solid academic performance. He/she:
- chooses resources based on personal interests;
- uses and critiques a variety of print and digital resources;
- uses and critiques a variety of genres;
- evaluates multiple resources and other creative expressions from diverse cultures,
  including Montana American Indians.
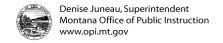
Nearing Proficient
A graduating student at the nearing proficient level in Information Literacy/Library Media
demonstrates partial mastery of the prerequisite knowledge and skills fundamental for
proficiency in Information Literacy/Library Media performance. He/she:
- with guidance, chooses resources based on personal interests;
- with guidance, uses and critiques some print and digital resources;
- with guidance, uses and critiques genres;
- with guidance, evaluates multiple resources and other creative expressions from diverse
  cultures, including Montana American Indians.

Novice
A graduating student at the novice level in Information Literacy/Library Media is
beginning to attain prerequisite knowledge and skills that are fundamental in Information
Literacy/Library Media performance. He/she:
- with assistance, chooses resources based on personal interests;
- with assistance, uses and critiques a few print and digital resources;
- with assistance, compares and contrasts genres;
- with assistance, compares and contrasts multiple resources and other creative
  expressions from diverse cultures, including Montana American Indians.

Glossary

Accuracy - Measures the degree to which information sources are free from mistakes and errors.

Authority - The knowledge and experience that qualifies a person to write or speak as an expert on a given subject.

Bias - Judgment unfairly influenced by subjective opinion when the situation calls for reliance on objective fact.

Big6™ - A systematic approach to information problem solving using a six step process. The Big6™can be used whenever an individual has an information problem; co-authored by Mike Eisenberg and Bob Berkowitz.

Boolean - Words used in searching on a computer, e.g., *and*, *or*, *not.*

Brainstorming – An activity used to generate an idea that has no right or wrong answers.

Cite Sources – Reference to book, article, Web page or other published item with sufficient detail to identify the item uniquely. To quote or refer to an authority outside oneself (e.g., title, author, publisher, website, location).

Collaborate - to work together in small groups or through collaboration tools, to exchange ideas, to develop understandings.
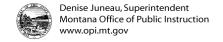
Communication Tools - Any digital tool that allows for exchange of information and ideas both synchronous and asynchronous (e.g., e-mail, instant messaging, forums)

Copyright - The idea that the authors of ideas, designs, and products may register their intellectual property with the government, thereby limiting the extent to which others may use and profit from, modify, or perform the protected creation. Creative Expressions – Creative or artistic works in a variety of media formats or creative or artistic productions and presentations (e.g., plays, exhibitions, concerts).

Critical Thinking – The skill required to develop effective and efficient search strategies, assess the relevance and accuracy of information retrieved, evaluate the authority of the person(s) or organization producing information content, and analyze the assumptions, evidence, and logical arguments presented in relevant sources.

Digital Information - written language, audio, or video accessed through digital means.

Digital Media - Any type of information in digital format, including computer-generated

text, graphics, audio and animations.

Digital Presentation Tools - Tools that facilitate the sharing of information with others, either locally or in a virtual environment.

Digital Sources -Information gathered (written, audio, video) online and noted.

Digital Tools - Inclusive of all hardware and/or software. (e.g., computers, PDA's, personal video players, personal music players, word processors, spreadsheets, instant messaging, Web browsers, Web 2.0 tools).

Equitable access – Fair opportunity to use resources (access regardless of age, origin, background or views). School libraries provide resources and services that create and sustain an atmosphere of free inquiry.

Ethical Use - Respecting the hardware, ownership, privacy, and use of digital tools. (e.g., respecting ownership of intellectual property, being mindful of security and passwords, giving credit to cited sources, exhibiting appropriate behavior online, acknowledging boundaries of privacy).

Extract - Draw or pull out.

Fair Use - Allows the education community to review, comment on, parody, and study copy-written materials with proper citation according to provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for educational purposes.

Format - A general description of an item whether it is print or nonprint or digital or electronic or realia.
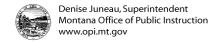
Global Communication - Refers to student communication outside the traditional classroom to learn collaboratively with other students from around the world.

Global Learning Environment - Digital environment that extends the learning beyond the classroom walls.

Information Literacy - The ability to recognize when information is needed then to locate, evaluate, and effectively use that information.

Inquiry - Inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem.

Intellectual Freedom - The right under the First Amendment to the U.S. Constitution of any person to read or express views that may be unpopular or offensive to some people, within certain limitations (libel, slander, etc.).

Intellectual Property - Tangible products of the human mind and intelligence entitled to the legal status of personal property, especially <u>work</u>s protected by <u>copyright</u>, inventions that have been <u>patent</u>ed, and registered <u>trademark</u>s. An idea is considered the intellectual property of its creator only after it has been <u>record</u>ed or made manifest in specific form. (e.g., music, literature, artistic works, symbols, names, images, designs).

<u>**Language Hierarchy**</u> for Performance Descriptors

- **With Assistance** – One-to-one help with step-by-step learning
- **With Guidance** – Using prompts, hints, limited input
- **At proficient –** mastery level
- **Independently** - Students perform at a superior level, without prompting, beyond classroom assignment

Media literacy - The combination of knowledge and skills required to access, analyze, interpret, evaluate, and create media in a variety of forms.

Multi-literacies – Changing the notion of literacy pedagogy, this idea expands literacy to cultural expressions and technological endeavors beyond language. **"**being multi-literate is being able not only to read textual messages, but also be competent in interpreting symbols and images, and in using multimedia and other technological tools, such as the internet, all of which allow us to construct meaning, learn and interact with others. Being multi-literate also embraces understanding multiculturalism and showing respect to diversity, which reflects in effective interaction." definition from: http://mylearningblog.blogspot.com/2004/09/multiliteracies-definition-reflection.html
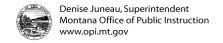
Personal Responsibility - Understanding that personal actions have effects and that individuals are responsible for choices they make.

Realia – Three-dimensional objects from real life, whether man-made or naturally occurring, usually borrowed, purchased or donated.

<u>**Relevance**</u> **-** The extent to which <u>information</u> retrieved in a <u>search</u> of a <u>library collection</u> or other resource, such as an <u>online catalog</u> or <u>bibliographic database</u>, is judged by the user to be applicable to ("<u>about</u>") the <u>subject</u> of the <u>query</u>. Relevance depends on the searcher's subjective perception of the degree to which the <u>document</u> fulfills the <u>information need</u>, which may or may not have been expressed fully or with precision in the <u>search statement</u>.

Resources – Somebody or something used to solve a problem. (e.g., print materials, people, digital materials, archives, online databases, realia, articles, Internet).

Search Tools - A simple search field with options to search text or resources on a local, regional-wide or world-wide database.

Synthesis - Creatively or divergently applying prior knowledge and skills to produce a new or original whole. (adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates).

Technology – Human innovation in action that involves the generation of knowledge and processes to develop systems that solve problems and extend human capabilities. Definition from: http://www.doe.mass.edu/frameworks/scitech/1006.pdf

Textual - Of, relating to, or conforming to a text; print.

Visual - Seen or able to be seen by the eye; visible: a visual presentation; a design with a dramatic visual effect.